

WILSON HIGH SCHOOL COLLEGE ENGLISH CURRICULUM MAP

Instructor: Joseph Russo

Academic Year: 2019 -2020

Grade Level: 12

College English Reading Selections: Plays, Novels, Novellas, Non-Fiction

Units of Study:

1. The Prominent Plays of Henrik Ibsen
2. The Prominent Novellas of H.G. Wells
3. John Steinbeck's Exploration of Place
4. Ray Bradbury's Novel of Warning
5. The Prominent Ancient Greek Tragedies
6. The Great American Novel and the American Dream
7. A Modern Look at What Lurks in the Human Heart

Essential Skills:

These skills are embedded throughout the year.

1. Literary elements and techniques
2. Building academic and domain specific vocabulary
3. Close reading: Unpacking, chunking, deconstructing, seeking meaning, conducting analysis, defining words in context, using and developing prior knowledge to understand a text
4. Reading and rereading text sections to fully explore the ideas, structures and layers of meaning
5. Collaborating
6. Raise and answer evidence based questions
7. Annotating text
8. Writing from sources
9. Writing for a purpose: argumentation, analysis, multi-page responses
10. Forming claims and making inferences
11. Research project

UNIT ONE THE PROMINENT TEXTS OF HENRIK IBSEN

Texts: *A Doll's House, Hedda Gabler*

Essential Questions:

A DOLL'S HOUSE

1. What are Ibsen's primary purposes, expressed through his literal and metaphorical themes, in writing this text?
2. To what extent does the play's protagonist, Nora, realize and/or accept her predicament as an inferior partner in her marriage to Torvald?
3. To what extent does Nora exhibit her own brand of cleverness vis a vis using her presumed inferiority to gain an occasional advantage over her domineering husband?
4. How does Ibsen, through his use of plot and character development, portray the plight of the typical Victorian woman?
5. To what extent is Nora's fate inevitable (implying that she is merely a victim of her own society and its biases) and to what extent does Nora bring about her own fate?
6. How does the play's shocking conclusion signal Ibsen's clarion call for drastic social change when it comes to how society perceives and treats women?

HEDDA GABLER

1. How do the protagonists, Nora in the previous play, and Hedda of the instant text, differ?
2. How are the two female protagonists similar?
3. What are
4. Hedda's distinguishing personality traits?
5. How do these traits enable her to personify or embody Ibsen's themes in this play?
6. Hedda is widely perceived as one of the most evil female characters in English dramatic literature. Why is this too superficial a reading?
7. Nora's most significant relationship is with her husband, yet Hedda's primary antagonist is Judge Brack. What is the thematic significance of this relationship?
8. This play's conclusion is not only shocking but disturbing on many levels. What is Ibsen's purpose (theme) in crafting such a provocative ending to the story of Hedda Gabler?

Essential Skills:

1. Literary elements and techniques
2. Close reading: Unpacking, chunking, deconstructing, seeking meaning, conducting analysis, defining words in context, utilizing and developing background knowledge to understand a text

3. Reading and rereading text sections to fully explore the ideas, structures and layers of meaning
4. Raise and answer evidence based questions
5. Annotating text
6. Writing for a purpose: argumentation, multi-paragraph responses
7. Forming claims and making inferences

Assessed and Addressed NYS Next Generation Learning Standards:

READING STANDARDS:

1. 11-12R1
2. 11-12R2
3. 11-12R4
4. 11-12R5

WRITING STANDARDS:

1. 11-12W1
2. WHST1
3. 11-12W2
4. WHST2
5. 11-12W3d
6. 11-12W3e

SPEAKING and LISTENING STANDARDS:

1. 11-12SL1
2. 11-12SL4

LANGUAGE STANDARDS:

1. 11-12L3

Assessments:

1. Critical thinking and literary analysis papers (varying lengths)-weekly
2. Textual analyses-weekly
3. Unit exam-end of unit

UNIT TWO THE PROMINENT TEXTS OF H.G. WELLS

Texts: *The Island of Dr. Moreau, The Invisible Man*

Essential Questions:

BOTH TEXTS:

1. How has the advent of the Industrial Revolution affected and changed the lives of humans?
2. How has science and technology changed and influenced the lives of humans?
3. What are the consequences if continued scientific and technological advancements are not informed and guided by human morality?
4. How are these novellas explorations of human morality?
5. How are these novellas a warning to humankind about scientific advancement and the human condition?
6. What is Wells's underlying message (theme) to readers about the dangers of divorcing science from morality?

THE INVISIBLE MAN:

1. How do physical or congenital differences influence society's views and perceptions of others?
2. How can science and technology be dangerous if it falls into the wrong hands?

Essential Skills:

1. Literary elements and techniques
2. Close reading: Unpacking, chunking, deconstructing, seeking meaning, conducting analysis, defining words in context
3. Reading and rereading text sections to fully explore the ideas, structures and layers of meaning in a text
4. Raise and answer evidence based questions
5. Annotating text
6. Writing for a purpose: argumentation, multi-paragraph and multi-page responses
7. Forming claims and making inferences

Assessed and Addressed New York State Next Generation Learning Standards:

READING STANDARDS:

1. 11-12R1
2. 11-12R2
3. RH2
4. 11-12R4
5. 11-12RS
6. 11-12R6

WRITING STANDARDS:

1. 11-12W1
2. 11-12W1c
3. WHST1
4. 11-12W2
5. 11-12W2c
6. WHST2
7. 11-12W3d
8. 11-12W3e

SPEAKING AND LISTENING STANDARDS:

1. 11-12SL1
2. 11-12SL4

LANGUAGE STANDARDS:

1. 11-12L3
2. 11-12L6

Assessments:

1. Critical thinking and literary analysis papers-weekly
2. Textual analyses-weekly
3. Unit exam-end of unit

UNIT THREE: *CANNERY ROW*, John Steinbeck

Text: *Cannery Row*

Essential Questions:

1. How does Steinbeck frame and organize the novel and how does this deviate from the conventional organization of novels?
2. What is the thematic purpose of telling a story with no real plot?
3. How does Steinbeck introduce and develop the central concept of place in the novel?
4. How are the many characters different from one another?
5. How the many characters similar to one another?
6. What key traits and experiences do the characters share?
7. How are these important and how do they contribute to the novel's main themes?
8. What is the novel's pervasive theme?

Essential Skills:

1. Literary elements and techniques
2. Close reading: Unpacking, chunking, deconstructing, seeking meaning, conducting analysis, defining words in context
3. Reading and rereading text sections to fully explore the ideas, structures and layers of meaning in the text
4. Raise and answer evidence based questions
5. Annotating text
6. Writing for a purpose: argumentation, multi-paragraph and multi-page responses
7. Forming claims and making inferences

Assessed and Addressed New York State Next Generation Learning Standards:

READING STANDARDS:

1. 11-12R1
2. 11-12R2
3. RH-2
4. 11-12R4
5. 11-12R5
6. 11-12R6

WRITING STANDARDS:

1. 11-12W1
2. 11-12W1c
3. WHST1

4. 11-12W2
5. 11-12W2c
6. WHST2
7. 11-12W3d
8. 11-12W3e

SPEAKING AND LISTENING STANDARDS:

1. 11-12SL1
2. 11-12SL4

LANGUAGE STANDARDS:

1. 11-12L3
2. 11-12L6

Assessments:

1. Critical thinking and literary analysis papers-weekly
2. Textual analyses-weekly
3. Unit exam-end of unit

UNIT FOUR: *FAHRENHEIT 451*, Ray Bradbury

Text: *Fahrenheit 451*

Essential Questions:

1. What is a dystopian society?
2. Why does the government ban books in this dystopian future society?
3. Why would people be hostile toward books?
4. What are the competing forms of entertainment and why might they be preferred over books?
5. What does Bradbury say about knowledge versus ignorance?
6. What is the effect of destroying knowledge and promoting ignorance in this future society?
7. What is the role of technology in this dystopia?
8. What is the effect on people of the “parlor?”
9. What is the effect of this dystopian society’s collective addiction to entertainment?
10. What is the role of dissatisfaction and how does it relate to the themes of technology and censorship?
11. What is Bradbury’s warning to his readers?

Essential Skills:

1. Literary elements and techniques
2. Close reading: Unpacking, chunking, deconstructing, seeking meaning, conducting analysis, defining words in context
3. Building academic and domain specific vocabulary
4. Reading and rereading text sections to fully explore the ideas, structures and layers of meaning
5. Raise and answer evidence based questions
6. Annotating text
7. Writing for a purpose: argumentation, multi-paragraph and multi-page responses
8. Forming claims and making inferences

Assessed and Addressed New York State Next Generation Learning Standards

READING STANDARDS:

1. 11-12R1
2. 11-12R2
3. RH2
4. 11-12R4
5. 11-12R5
6. 11-12R6

WRITING STANDARDS:

1. 11-12W1
2. 11-12W1c
3. WHST1
4. 11-12W2
5. 11-12W2c
6. WHST2
7. 11-12W3d
8. 11-12W3e

SPEAKING and LEARNING STANDARDS:

1. 11-12SL1
2. 11-12SL4

LANGUAGE STANDARDS:

1. 11-12L3
2. 11-12L6

Assessments:

1. Critical thinking and literary analysis papers-weekly
2. Textual analyses-weekly
3. Unit exam-end of unit

UNIT FIVE: ANCIENT GREECE

Texts: *Medea*, by Euripides

Antigone, by Sophocles

Essential Questions:

MEDEA:

1. What is the role of moderations in this tragedy?
2. How is Medea an example of passion and rage carried too far?
3. How is Medea willing to sacrifice everything in order to exact a perfect revenge?
4. What is hubris?
5. What is the fine distinction between hubris and greatness?
6. How is Medea's sense of pride damaged and distorted?
7. Who wins the battle of the sexes inherent in this tragedy?
8. How is Medea's pride and cleverness linked to her inferior position as a woman?
9. How is Medea a master of manipulation?
10. What is the role of the Chorus?

ANTIGONE:

1. How is Antigone's pride despised by the gods?
2. How is Creon's pride in circumscribing divine law punished by the gods?
3. How does Sophocles frame the theme of the individual versus the state?
4. What is the conflict between moral or divine law and human law?
5. Why is Antigone a threat to the status quo?
6. How is Creon's need to defeat Antigone more a personal vendetta than an attempt to assert his authority as king?
7. How does Antigone's gender influence and affect the meaning of her actions?
8. How does Antigone's gender influence Creon's need to defeat her?
9. How is Ismene Antigone's foil?
10. What is the role of the Chorus?

Essential Skills:

1. Literary elements and techniques
2. Building academic and domain specific vocabulary
3. Close reading: Unpacking, chunking, deconstructing, seeking meaning, conducting analysis, defining words in context
4. Reading and rereading text sections to fully explore the ideas, structures and layers of meaning
5. Raise and answer evidence based questions
6. Annotating text
7. Writing for a purpose: argumentation, multi-paragraph and multi-page responses
8. Forming claims and making inferences

Assessed and Addressed New York State Next Generation Learning Standards:

READING STANDARDS:

1. 11-12R1
2. 11-12R2
3. RH2
4. 11-12R4
5. 11-12R5
6. 11-12R6

WRITING STANDARDS:

1. 11-12W1
2. 11-12W1c
3. WHST1
4. 11-12W2
5. 11-12W2c
6. WHST2
7. 11-12W3d
8. 11-12W3e

SPEAKING AND LEARNING STANDARDS:

1. 11-12SL1
2. 11-12SL4

LANGUAGE STANDARDS:

1. 11-12L3
2. 11-12L6

Assessments:

1. Critical thinking and literary analysis papers-weekly
2. Textual analyses-weekly
3. Unit exam-end of unit

UNIT SIX: THE GREAT AMERICAN NOVEL AND THE AMERICAN DREAM

Text: *The Great Gatsby*, F. Scott Fitzgerald

Essential Questions:

1. How is the novel a meditation on 1920s America as a whole?
2. How does the novel address the disintegration of the American Dream in an era of unprecedented prosperity and material excess?
3. How does Fitzgerald portray the 1920s as an era of decayed social and moral values?
4. How are the novel's characters emblems of the prevailing social trends such as cynicism, greed and the empty pursuit of pleasure?
5. How do the newly minted millionaires of the 1920s differ from and relate to the old aristocracy of the country's richest families?
6. How is the old aristocracy portrayed as careless, inconsiderate bullies who never worry about hurting others?
7. How does social class influence all aspects of life in the novel?
8. Why is it that only the most affluent couple survives the events that conclude the book?
9. How does the novel critique the very notion of the American Dream?
10. How are the ideals of love and marriage strained in the story?

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5. Annotating text
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READING STANDARDS:

1. 11-12R1
2. 11-12R2
3. RH2
4. 11-12R4
5. 11-12R5
6. 11-12R6

WRITING STANDARDS:

1. 11-12W1

2. 11-12W1c
3. WHST1
4. 11-12W2
5. 11-12W2c
6. WHST2
7. 11-12W3d
8. 11-12W3e

SPEAKING AND LISTENING STANDARDS:

1. 11-12LS1
2. 11-12SL4

LANGUAGE STANDARDS:

1. 11-12L3
2. 11-12L6

Assessments:

1. Critical thinking and literary analysis papers-weekly
2. Textual analyses-weekly
3. Unit exam-end of unit

UNIT SEVEN: A SEPARATE PEACE

Text: *A Separate Peace*, by John Knowles

Essential Questions:

1. How are Gene and Finny's identity threatened by co-dependency in the novel?
2. Why does Gene both envy and resent his best friend, Finny?
3. What is Gene's reaction to Finny's demonstration of his physical and athletic prowess?
4. How does Finny's fall from the tree change the course of Gene and Finny's relationship?
5. What does Gene do that shows that the boys' relationship is now based on co-dependency rather than on envy?
6. How do the boys depend upon each other for psychological support?
7. How does Finny live vicariously through Gene?
8. Why does Gene find happiness in losing his own identity?
9. Why does Gene feel Finny's funeral is his own?
10. How does Gene eventually reestablish a separate identity?
11. How does the novel portray a war within the human heart?
12. How do each of the characters lose their childhood innocence?
13. Why does Gene characterize Finny as his enemy?
14. How is Gene his own worst enemy?
15. Why is Finny's death inevitable?

Essential Skills:

1. Literary elements and techniques
2. Close reading: Unpacking, chunking, deconstructing, seeking meaning, conducting analysis, defining words in context
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3. RH2
4. 11-12R4
5. 11-12R5
6. 11-12R6

WRITING STANDARDS:

1. 11-12W1
2. 11-12W1c
3. WHST1
4. 11-12W2
5. 11-12W2c
6. WHST2
7. 11-12W3d
8. 11-12W3e

SPEAKING and LISTENING STANDARDS:

1. 11-12SL1
2. 11-12SL4

LANGUAGE STANDARDS:

1. 11-12L3
2. 11-12L6

Assessments:

1. Critical thinking and literary analysis paper-weekly
2. Textual analyses-weekly
3. Unit exam-end of unit